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ABSTRACT

This module facilitates acquaintance with the application of behavioral principles in the classroom. It contains: (1) a pretest; (2) knowledge-based objectives and enabling activities; (3) demonstration-based objectives and enabling activities; (4) instructional personnel decision points; (5) two models demonstrating use of the module; (6) instructional personnel activities; (7) an observation form; and (8) a flow chart. (MM)

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BOARD OF PUBLIC EDUCATION
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CLASSROOM MANAGEMENT & MODULE

Pre-requisites:

Behavioral Objectives Module
Instructional Module

SP011 101

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RATIONALE:

Classroom management rests on the Skinnerian application of operant conditioning to the classroom. Although criticized for its lack of humanism, behaviorism is a technology which provides a basis for effective instructional procedures. The purpose of this module is to acquaint teachers with the application of behavioral principles to the classroom.

CLASSROOM MANAGEMENT PRE-TEST

I. Video tape a class of your choice.

II. Analyze the class by answering the following questions:

1. What were the learning behaviors desired of the student?

2. Cite three examples of the S-R-R model operating in the class. Designate S, R, R.

   Stimulus:
   Response:
   Reinforcement:

   Stimulus:
   Response:
   Reinforcement:

   Stimulus:
   Response:
   Reinforcement:

3. Cite three types of verbal and three types of non-verbal reinforcement

   Verbal:
   Non-Verbal:

4. Cite an example of a process modeled in the class. Describe it briefly and the contingencies operative in the classroom.

5. Time the instructional process in the class. Chart at what times feedback occurs & what form it takes

Summarization occurred at:_____

III. Confer with instructional personnel to determine areas of need and applicable module sections. (See Instructional Personnel Section) Appendix A.

RELATING PRE-TEST TO ACTIVITIES

The following parts of the pre-test relate to specific activities in the module. By ascertaining your score on each item and correlating those areas of need to the module activities, the module is more applicable. Complete this process with the I. P.

Part II

	Module Sections
#1	2.1
#2	1.1, 1.2, 2.2
#3	1.2, 1.3, 1.6, 2.2, 2.3
#4	1.4, 2.4
#5	1.4, 1.5, 2.5

Write all activities in a small notebook. Key them to the activity number.

KNOWLEDGE-BASED OBJECTIVES AND ENABLING ACTIVITIES

1. Knowledge-Based Objectives & Enabling Activities
The student will:

1.1. explain the S-R-R model as it applies to student learning behaviors in the classroom.

Activities:

1.1.1 Read Chaps. 102 of The Technology of Teaching, B. F. Skinner

1.1.2. Observe another teacher or self-analyze the application of the S-R-R model in the classroom and cite five examples identifying stimuli, responses, and reinforcements.

1.2 explain contingencies as they relate to frequency ob behaviors.

Activities:

1.2.1. Read Chap. 4 and 7 of The Technology of Teaching, Skinner, and

1.2.2. Write one-two paragraphs explaining how contingencies affect frequencies of behavior OR

1.2.3. Observe another teacher and describe the contingencies, implied and overt, affecting student behavior. Select at least four contingencies and stipulate behavior affected.

1.3. explain the reinforcement of successive approximations of behaviors as it relates to a classroom.

Activities:

1.3.1 Review pp. 10, 16, 19, 67, 207 of The Technology of Teaching, Skinner, OR

1.3.2. Observe a class and determine a behavior to be shaped and the shaping process.

1.4. explain the sequencing of learning materials relevant to classroom instruction.

Activities:

1.4.2 Read "Developing a Competency for Sequencing Instruction," Developing Teacher Competencies, Weigand, ed. and

1.4.2. Observe a teacher and chart the sequencing of the informational flow; indicate reinforces. Critique the lesson in a theoretical context indicating when the sequences should have been smaller/larger OR

1.4.3. Devise a lesson plan, indicating the sequencing of the information and appropriate reinforcements

1.5. explain the processes of feedback and summarization as they relate to the instructional process and student behaviors.
Activity:
1.5.1. Read. Chap. 3, The Technology of Teaching, Skinner.

1.6. demonstrate an understanding of Model I: The Behavioral Management of Learning Interaction (Appendix B)
Activity:
1.6.1. Peruse Appendix B and
1.6.2. Observe a class and apply the Model to your observation citing principles and related behaviors actually occuring.

STOP:
Confer with the instructional personnel concerning those activities you choose to do. This conference will provide a basis for those objectives you need to pursue in the next section. (See Appendix A)

DEMONSTRATION-BASED OBJECTIVES & ENABLING ACTIVITIES

1. Demonstration-Based Objectives & Enabling Activities
The student will:

2.1. identify behaviorally desired learning outcomes for a group of students or individuals.

Activities:

2.1.1. Review Behavioral Objectives Modules and

2.1.2. design behavioral objectives for a class or individual and

2.1.3. evaluate those behavioral objectives within the context of a class.

2.2. demonstrate an awareness of the use of S-R-R by choosing a behavior to be changed and devising a plan, using S-R-R, to change the behavior.

Activities:

2.2.1. peruse Model I "Discipline" (Appendix C) and

2.2.2. identify a behavior to be changed, identify reinforcers to that behavior, and devise a plan to change it. and

2.2.3. read dissertation; Stanley Herman OR

2.2.4. read Discipline or Disaster, E. Stoope & Joyce King Stoops.

2.2.5. use instructional personnel activity

II. Confer with instructional personnel (Appendix D) at this point (Appendix A)

2.3. use a variety of reinforcers in a classroom setting.

Activities:

2.3.1. self-analyze a class, determining your reinforcing behaviors and distinguish responses reinforced. OR

2.3.2. use instructional personnel activity Appendix D 2.3.2. (confer with instructional personnel)

2.4. model a learning behavior desired of the learner.

Activities:

2.4.1. choose a learning behavior to be model; plan the modeling process; audio-tape/video-tape the modeling process. OR

2.4.2. use instructional personnel activity, 2.4.2. Appendix D (confer with instructional personnel.)

2.5. provide feedback and summaries at appropriate intervals during the sequence of instruction.

Activities:

2.5.1. teach a class and chart times at which feedback and summarization occur. and

2.5.2. describe the effect of the feedback and summarization on the learning process. OR

2.5.3. use instructional personnel activity 2.5.3. Appendix D

IV. Confer with instructional personnel at this point.

2.6. recognize the effectiveness of behavioral principles in the classroom by teaching a class utilizing these principles.

Activities:

2.6.1. video-tape a tape AND

2.6.2. critique the class using the form of the pre-test. OR

2.6.3. use instructional personnel activity, 2.6.3. Appendix D

Activities related to 2.6 serve as a post-test.

V. Confer with instructional personnel at this point.

APPENDIX A

INSTRUCTIONAL PERSONNEL DECISION POINTS

INSTRUCTIONAL PERSONNEL'S ROLE REGARDING PRE-TEST

1. The I. P. will, with the student, view the video tape, comparing the pre-test answers with the behaviors on the tape. The I. P. and student will jointly determine those specific areas of the module applicable to the needs of the learner. These sections are specified on page

INSTRUCTIONAL PERSONNEL DECISION POINTS

The following is to provide a guide at each decision point. Confer with the instructional personnel concerning those activities you chose to do. This conference will provide a basis for those objectives in the next section.

III. Decision Point:
The instructor will, with the student
1.1. review the behavioral objectives written by the student; did the student in his/her evaluation
1.2. go over Model II "Discipline" with the student and evaluate the students' plans for behavior modification.
1.3. aid the student in deciding the next phase of the module applicable to his/her needs based on pre-test and conference.

IV. Decision Point:
The instructor will, with the student,
IV.1. review the student's analysis of reinforcing behaviors.
IV.2. review modeling process used by student.
IV.3. review student's chart of feedback and summaries.
IV.4. aid the student in planning the next phase of the module applicable to his/her needs based on pre-test and conference.

V. Decision Point:
The instructor will, with the student,
V.1. review tape of class and assess student's evaluation.
V.2. aid the student in planning any remedial activities.

II. Decision Point:
The instructor will, with the student,
I.1 confer with the teacher and review those activities the teacher chose to do.

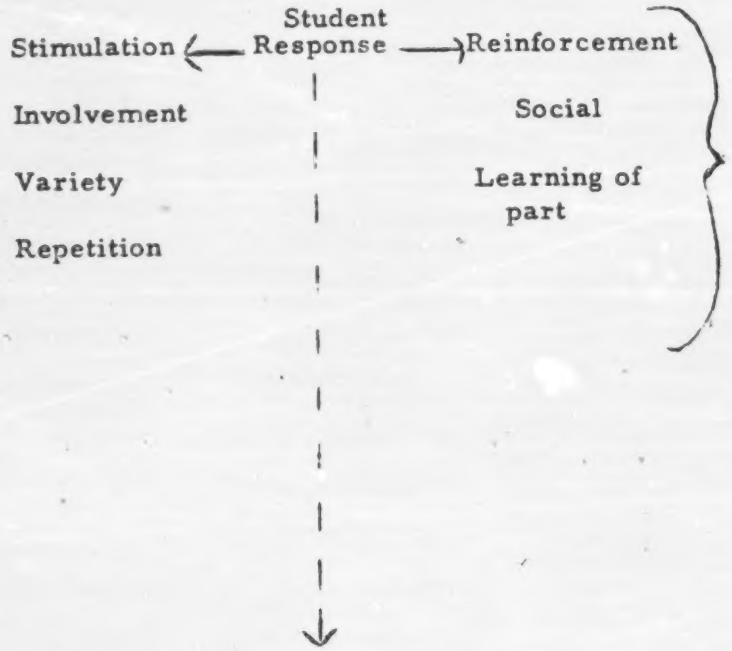
APPENDIX B

MODEL I

PRINCIPLES

I. Establish objectives

II. Shape students toward objectives with flexible management of stimulation and reinforcement keyed to student response



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RELATED BEHAVIORS

1.1 Get off to a purposeful start: Provide a learning focus so that non-learning behaviors are reduced.
Define objectives
Share objectives with students
Define intermediate objectives
Relate objectives

2.1 Show students how to perform
(If students miss point provide clarification--model, demonstrate)
Show the process of mastering an assignment)

2.2 Use chalk board frequently
(for objectives, for student reinforcement, for providing cues)

2.3 Use variety of techniques
(Deductive--inductive: written--oral; teacher--student; class--group--individual)

2.4 Listen to student comments: define and interpret in terms of instructional needs and new objectives

2.5 Privide opportunities for both group and individual work (can give opportunity for individual support)

2.6 Give feedback at paced intervals
(Break up assignments according to cues and difficulty of performance; shape performance requirements; return tests immediately; listening, etc.

2.7 Use students effectively and actively
(Making up tests; helping other students; reflecting student comments verbally and on board, have student write on board)

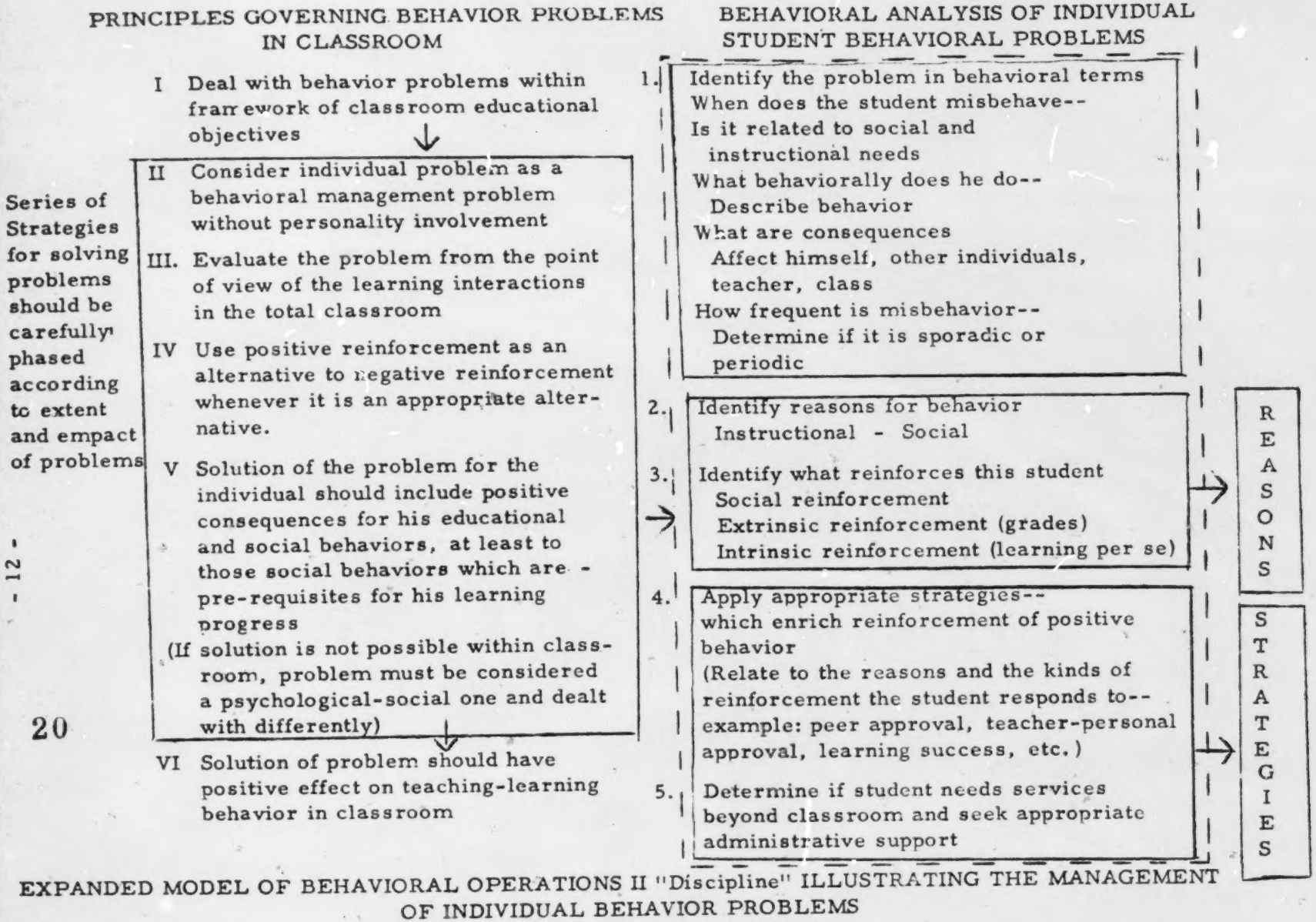
CONTINUED ON NEXT PAGE

PRINCIPLES	RELATED BEHAVIORS
III. Meet the objectives--learning of whole by students (experiencing "I know it"--learning as a reinforcer)	3.1 End class period with summary or comment on learning progress. 3.2 Periodically re-evaluate effectiveness of both objectives and techniques based on student responses.

EXPANDED MODEL OF BEHAVIORAL OPERATION II -- "Instruction"
ILLUSTRATING THE BEHAVIORAL MANAGEMENT OF LEARNING INTERACTION: INTERPERSONAL INSTRUCTION

APPENDIX C

MODEL II


PRINCIPLES GOVERNING BEHAVIOR PROBLEMS IN CLASSROOM
I Deal with behavior problems within framework of classroom educational objectives
Series of Strategies for solving problems should be carefully phased according to extent and empact of problems
II Consider individual problem as a behavioral management problem without personality involvement
III. Evaluate the problem from the point of view of the learning interactions in the total classroom
IV Use positive reinforcement as an alternative to negative reinforcement whenever it is an appropriate alternative.
V Solution of the problem for the individual should include positive consequences for his educational and social behaviors, at least to those social behaviors which are pre-requisites for his learning progress
(If solution is not possible within classroom, problem must be considered a psychological-social one and dealt with differently)
VI Solution of problem should have positive effect on teaching-learning behavior in classroom
BEHAVIORAL ANALYSIS OF INDIVIDUAL STUDENT BEHAVIORAL PROBLEMS
1. Identify the problem in behavioral terms
When does the student misbehave--
Is it related to social and instructional needs
What behaviorally does he do--
Describe behavior
What are consequences
Affect himself, other individuals, teacher, class
How frequent is misbehavior--
Determine if it is sporadic or periodic
2. Identify reasons for behavior
Instructional - Social
3. Identify what reinforces this student
Social reinforcement
Extrinsic reinforcement (grades)
Intrinsic reinforcement (learning per se)
4. Apply appropriate strategies--
which enrich reinforcement of positive behavior
(Relate to the reasons and the kinds of reinforcement the student responds to--example: peer approval, teacher-personal approval, learning success, etc.)
5. Determine if student needs services beyond classroom and seek appropriate administrative support
REASONS
STRATEGIES

EXPANDED MODEL OF BEHAVIORAL OPERATIONS II "Discipline" ILLUSTRATING THE MANAGEMENT OF INDIVIDUAL BEHAVIOR PROBLEMS

Cut of time with normal instructional pace

To use Chart: (1) Determine reason for behavior (2) Apply appropriate strategies in proper sequence

REASONS	STRATEGIES
A. Don't understand (Objective too difficult)	A. Give individual help, define easier individual objectives if this student cannot meet classroom objectives
B. Bored (satiation)	B. Offer additional role: helping other students; demonstrate for class; independent work; special materials.
C. Caught between competing stimuli stimuli 1. Other students (social interaction) 2. Objects, events, etc.	C. Manage appropriate stimulation: 1. Increase stimuli: gesture, facial expression, walking near. Remove stimulus (other student) if it is a continual pattern. 2. Ignore--if not distracting anyone else. Increase stimuli (make instruction more personal, private comments, adjust style so student is more involved)
D. Need for attention Disturbs individual student,	D. Manage appropriate stimulation and shape behavior: 1. Give quiet warning! If unheeded, remove from student who are being disturbed. 2. Define whether it is reason A or B and provide appropriate additional stimulation (develop climate for some productive achievement) 3. Reinforce any positive consequences that arise from that activity. 4. Ignore any further efforts to gain attention for negative behavior while trying to develop positive behavior. Do not pay continual attention to misbehavior. 5. Remove from class
E. Lack of any instructional stimulus (no lesson)	E. Re-examine teaching behaviors. If too many students are giving problems, attention must be given to your own behavior. (Return to Behavior Operation II)

APPENDIX D

INSTRUCTIONAL PERSONNEL ACTIVITIES

INSTRUCTIONAL PERSONNEL ACTIVITIES

The role of the instructor is vital to the success of the module. The instructional personnel activities relate to specific demonstration-based objectives and are essential to the student's understanding.

Instructional Personnel Activity

2.2.5. The instructor will
- 2.2.5.1. confer with the teachers to determine behavior to be changed.
- 2.2.5.2. in the classroom chart the frequency of the behavior before teacher iniates "operant conditioning."
- 2.2.5.3. confer with teacher to establish plan to change behavior
- 2.2.5.4. chart, over a period of 4 days, the frequency of the behavior after iniation of operant conditioning.
- 2.2.5.5. confer with teacher to determine adjustments to plan.

2.4.2. The instructor will:
- 2.4.2.1. confer with teacher to determine behavior to be modeled.
- 2.4.2.2. observe modeling process, provide feedback concerning the
  - a) sequencing of information
  - b) appropriate reinforcers

2.5.3. The instructor will:
- 2.5.3.1. observe a class
- 2.5.3.2. chart times during the class when feedback occurred.
- 2.5.3.3. attempt to determine effects of the feedback
- 2.5.3.4. confer with teacher around process

2.6.3. The instructor will:
- 2.6.3.1. observe the class during the taping.
- 2.6.3.2. using observation form (Appendix E) to provide feed-feedback to teacher.

APPENDIX E

OBSERVATION FORM

Intern:_____

OBSERVATION SCHEDULE Observor:_____

Date:_____

1. What kind of classroom climate was established at the beginning of the period?

2. In what way was a clear objective established?

3. Was the objective appropriate in difficulty level for the allotted time?

4. What was the process the students were shown to reach the objectives?

5. In what way were individual students helped to re-join class activity?

6. In what way was classroom behavior managed?

7. What reinforcement techniques were employed?

8. In what way was the class ended?

9. How extensive was the student involvement?

   a. How many students were in the class?_____
   b. How many students were involved?_____
   c. How many students merely observed?_____
   d. How many students "tuned out?"_____

10. How did you feel during this class period?

Unconfident:	_____	_____	_____	_____	_____	_____	_____	Confident
Tense	_____	_____	_____	_____	_____	_____	_____	Relaxed

APPENDIX F

FLOW CHART

FLOW CHART: CLASSROOM MANAGEMENT MODULE